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## A COURSE IN HANDWRITING. IV<sup>1</sup>

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In this article a summary is given of the work in handwriting for Grades IV, V, and VI. The course does not include detailed directions for grades above the sixth, since it is believed that the fundamentals should by that time be mastered by the majority of children. Those children who are not up to a reasonable standard may be organized into special classes and may use the exercises designed for Grade VI. If the work of the seventh and eighth grades is differentiated, as it may be in the junior high school, and special courses in commercial work are given, penmanship may be continued beyond the level attained by the ordinary sixth-grade child. Such advanced instruction is likely to be given by specialists, and it presents a rather different problem from that of the earlier grades.

In the space of this article the exercises must be summarized very briefly. The reader is reminded that fuller illustrations of the form of the letters, their arrangement in the exercises, and the extensive use of reviews to introduce the new exercises may be found in the earlier articles. When a new letter is introduced, it is written three times, joined, and the three letters are spaced widely enough to cover about half a line. The teacher should add to the exercises given appropriate sentences or longer selections. The size of the writing is to be slightly reduced in each grade.

### GRADE IV

*Objectives.*—The vocabulary of the writing lessons should advance in general with the child's writing and reading vocabulary.

<sup>1</sup> This series of four articles will be reprinted under one cover. Reprints may be purchased after May 15, 1922, from the Department of Education, University of Chicago, for 35 cents each, postpaid; in lots of 25 or more up to 100, 30 cents each; in lots of 100 or more, 25 cents each.

Such words as the following may be added to those used in the lower grades:

able	built	date	life	few
could	would	should	mail	town
dozen	while	those	money	always
brought	charge	front	speak	leave
expect	became	woman	been	among
tenth	thought	young	finish	question
bridge	hour	price	there	wrote
yesterday	alike	broke	cover	even

The habit of using capitals in names and dates, in beginning sentences, and in beginning each line of poetry should be established. New names used in other classes, such as names of states, cities, or noted persons, should be added to the writing vocabulary. Numbers up to 1,000,000 should be written in columns with facility and accuracy, from either copy or dictation, and correct form should be maintained in all of the arithmetical operations. Correct form should become habitual in writing a paragraph, and the forms of simple correspondence should become familiar. The correspondence forms should include the writing of an informal friendly letter, an informal note or invitation, a note of acceptance or thanks, and a simple business letter.

*Movement.*—The child, having now become accustomed to the use of pen and ink, should improve his muscular co-ordination, gain a fluency of 50 letters a minute by the development of rhythm and maintain in the writing required in all subjects a good arrangement of material on the page.

*Materials.*—Paper of good quality with one-half inch ruling. Penholder as in Grade III. The pen may be somewhat finer if desired.

*Methods.*—1. Position: Any departure from satisfactory position should be corrected in this grade, and the aim should be to establish by the end of the year the habit of writing in standard position.

2. Types of exercises: (a) Drills for maintaining free rhythmic movement with the aim of gradually developing an individual rhythm in place of the imposed rhythm of the metronome. The motivation arises from the child's feeling of need in connection with his other work. (b) Practice on material from other subjects

# OUTLINE OF THE EXERCISES FOR GRADE IV

Week	Exercises	Metro- nome Rate	Special features
1 . . . . .	Side-swing drill; <i>i, t, it, u, tut, e, tie, l, till, tell, little</i>	*	Emphasis on position Formal timed test
2 . . . . .	<i>b, built, a, able</i> ; examples in addition, four columns	*	
3 . . . . .	<i>d, date, died, A</i> ; the digits; examples in addition and subtraction	*	Page arrangement; spacing
4 . . . . .	<i>o, loud</i>	*	Review; shorten swing
5 . . . . .	<i>w, would, we, web, wed, well, c, could, E, Ella, Etta</i> ; examples in multiplication	104	
6 . . . . .	Examples in short division; <i>f, fill, life, felt, few, wife</i> ; columns of varying numbers of digits	104	
7 . . . . .	<i>q, quiet, m, mail, n, aunt, own, town, C, Come, Can</i>	104	Column arrangement of numbers
8 . . . . .	<i>O, Otto, Out, Alice</i> ; examples in addition and subtraction	104	Compare writing with that done the first week
9 . . . . .	<i>z, dozen, B, Be, Bible, Belle, I, J, Jan., Janet, June</i>	108	
10 . . . . .	<i>M, Mamie, Maude, N, Nell, No, P, Plow, Put, W, Wallace, Webb</i>	108	Emphasis on position
11 . . . . .	<i>g, along, gone, begun, h, while, them, those, p, hope, page, pound, upon, happen</i>	108	
12 . . . . .	Examples in multiplication; <i>Z, Zoo, Q, Quiet, Quill, y, body, only, money, yet</i>	108	Formal timed test
13 . . . . .	Words and sentences containing letters of recent exercises	112	
14 . . . . .	<i>s, almost, always, son, please, something, r, bear, brought, charge, air, ready, railroad</i>	112	Compare the writing with that done the eighth week
15 . . . . .	<i>Y, Yellow, You, k, speak, kill, sick, take, book, R, Ralph, Rachel, j, just, jelly</i>	112	
16 . . . . .	<i>v, leave, x, X, box, six, expect, L, Leah, Louis, S, Susan, Stuart</i>	112	
17 . . . . .	<i>G, Gertrude, H, Homer, Harold, Horace, K, Kathryn, Karl, D, Donald, Dick</i>	120	Give some practice exercises without the metronome during remainder of the year
18 . . . . .	<i>F, Flora, Fritz, T, Thomas, U, United, V, Victory</i>	120	
19 . . . . .	Words and sentences drawn from the fourth-grade list and other subjects	120	
20 . . . . .	Words and sentences; examples in subtraction and multiplication	120	
21 . . . . .	Names of the months and their abbreviations; examples in short and long division	132	
22 . . . . .	Days of the week and their abbreviations	132	
23 . . . . .	During the rest of the year use material from other studies	132	Arrangement of poetry on the page
24 . . . . .	.....	132	Begin grading with the Freeman Chart and emphasize one characteristic each week

\* During this period the rate is regulated by the voice

in which the child recognizes a reason for the practice, such as is gained in copying compositions which have been previously prepared. This enables the child to meet the handwriting difficulty apart from the difficulties of composition. He should now begin to be free in self-expression in writing. (c) Speed drills should be used, taking care that quality is maintained so that the speed and quality will be developed co-ordinately. In the last three months the use of the metronome should be gradually discontinued.

3. Standards and criticism: Form should be developed in respect to *uniformity of slant and alignment, quality of line, letter formation, and spacing*. Systematic self-criticism should be introduced by reference to the Freeman "Chart for Diagnosing Faults in Handwriting." The chief emphasis in this grade should be on the development of a conscious attitude of self-criticism by reference to an established standard.

The standard in speed in this grade is 50 letters a minute. The standard in quality is 16 on the Freeman Scale and 50 on the Ayres Scale.

#### GRADE V

*Objectives.*—The following list illustrates the type of words which should be added to the practice vocabulary in the fifth grade:

deal	auto	between	quite	until
company	delay	duty	news	second
unless	knew	track	enjoy	jail
driven	everything	vacation	extra	collect
command	contain	office	engine	chief
police	public	reply	court	destroy
person	support	surprise	terrible	trust
provide	recover	several	view	visit

In connection with arithmetic the child should practice the correct form in writing fractions and United States money. Forms of simple accounts should become familiar. In composition, special attention should be given to spacing and to paragraphing. In correspondence, formal and informal salutations and superscriptions should be used.

*Movement.*—It is assumed that by this time the child has the habits of correct position and rhythmic movement quite well established. The chief point of emphasis in this grade is the still

further extension of fluency without the loss of the habits already acquired. The maintenance of a critical attitude toward the work

### OUTLINE OF THE EXERCISES FOR GRADE V

Week	Exercises	Metro- nome Rate	Special Features
1. . . . .	Side-swing drill; <i>i, u, it, e, l, lee, tell, little, lull, b</i>	*	Formal test; emphasize position
2. . . . .	<i>but, bell, bill, a, all, ball, at, tat, d, dell, deal, lead, o, bob, auto, load, doubt, double, w, between, wait</i>	*	Begin to give individual attention and group the class
3. . . . .	<i>c, call, cow, coat, f, awful, fell, q, quite; the digits</i>	*	
4. . . . .	<i>A, m, n, until, don't, mind, none, turn, mountain, queen, meal, z, muzzle, g, getting, game</i>	*	Give some attention to form; reduce side swing to half-line
5. . . . .	<i>h, eight, change, enough, fifth, whole, E, Edna, Edmund, C, Claude, Cleo, p, point, apple</i>	120	
6. . . . .	<i>O, Ohio, B, Ben, Both, Big, Beans, I, Ina, J, Julia, John</i>	120	
7. . . . .	<i>y, company, delay, s, news, second, past, slide, spend, use, r, address, afraid, board, carried, fourth, pleasure, refuse, throw; numerals and United States money</i>	120	Addition and subtraction forms with decimals, representing money
8. . . . .	<i>M, Martha, Martin, N, Nathan, Nora, P, Pearl, Portland, k, knew, track, walk, j, enjoy, jail, and other proper names</i>	120	Begin to grade the writing by the Freeman Chart, emphasizing one characteristic each week
9. . . . .	<i>v, driven, everything, vacation, bow, vow, x, extra, W, Walter, Willard, Z, Zebra, Zoo</i>	126	Give attention to margins and arrangement on the page
10. . . . .	<i>Q, Queer, Quick, Y, R, Robert, Rosalie; examples of multiplication of decimals</i>	126	
11. . . . .	Form for personal letter; <i>L, Louise, S, Steven, Sarah</i>	126	
12. . . . .	<i>G, Georgia, Gerald, H, Howard, K, Keep, Kate, D, Douglas, David, F, T, Theodore, Texas</i>	126	Formal test
13. . . . .	<i>U, United, V, Virgil, X, Xerxes; form for business letter</i>	132	
14-18. . . .	Material drawn from other subjects and from word list for this grade	144	Compare the writing with that done the eighth week
19. . . . .	Examples of fractions and other material	144	
20-23. . . .	Material from other courses	144	Drill on review exercises at higher than usual speed
24. . . . .	Abbreviations, such as <i>bl., lb., bu., qts., pk., cwt., etc., Mt., No., P.O., R.R., Rev.</i> ; abbreviations of names of states, and proper names of persons	144	

\* During this period the rate is regulated by the voice.

is of great importance. A fluency of 60 letters a minute should be gained.

*Materials.*—Some latitude may be given in the choice of materials, but the paper for drill should be of good quality and with three-eighths inch ruling.

*Methods.*—1. Position: Except in unusual cases emphasis on position should no longer be required.

2. Types of exercises: (a) In the formal drill period the exercises should still be presented at the board by the teacher. The motivation will come from the child's recognition of the grade standard and his desire to reach it. (b) a complete "carrying over" of the writing ability to the work in other subjects should be the aim. This should be encouraged by occasional formal criticism and grading of the work done in other subjects. (c) Speed drills are useful in increasing fluency, provided this increase is not gained at the expense of quality. After the exercises introducing the letters have been completed the metronome should be used mainly to test the rhythm or to correct the lack of it, except in speed drills, where it should be used to measure speed and to encourage as rapid writing as is consistent with satisfactory form.

3. Standards and criticism: The diagnostic chart should be the recognized standard. On the basis of this graphs should be made occasionally showing the percentage of the class who have reached the grade standard in speed and form. The chart may also be used for purposes of individual comparison to assist those who have not done so to reach the standard.

#### GRADE VI

*Objectives.*—The aim in the sixth grade is to make the writing so efficient in other subjects as to make unnecessary further formal drill in writing after this grade.

All common rules for the use of capitals should be applied. In arithmetic all forms previously learned should be written fluently and in good form. Common business forms such as receipts, bills, and checks should be learned. The simple composition and correspondence forms previously given should become habitual. The

arrangement of material on the page should be studied with reference to all of these forms. The writing vocabulary should now include all of the words used by the pupil.

*Movement.*—The establishment of an individual rhythm which will make unnecessary the setting of an arbitrary rhythm and which will result in a thoroughly co-ordinated writing habit, is the aim of this grade. The manner of writing should be fairly settled and automatic. A fluency of 70 letters a minute is the standard for speed.

*Materials.*—In this grade there should be considerable practice on unruled paper.

*Methods.*—1. Position: A pupil who has had the training of the earlier grades should habitually assume a good writing position. Any who have not had this training should be helped by the teacher to acquire this habit.

2. Types of exercises: (a) Drills for free movement presented by the teacher and analyzed as to count should be given to those who need the formal drill. (b) The aim in this grade is to bring all written work up to such a standard in speed and quality that further formal writing drill will become unnecessary. (c) The use of unruled paper necessitates special attention to alignment and spacing. (d) Speed drills should be conducted on the plan of Grade V if a satisfactory standard has not been reached. The metronome should be used here only as a test or measure of rhythm.

3. Standards and criticism: The "Chart for Diagnosing Faults in Handwriting" is a basis for criticism and should be applied to all written work of the class. A formal test should be given three times a year—at the beginning of the year, in January, and in April. These tests should be the basis for excusing from formal drill all who reach the required standard. It should be understood, however, that failure to maintain this standard in all written work will result in the return of any pupil to the formal drill periods in writing.

The standard in speed in this grade is 70 letters a minute. The standard in quality is 20 on the Freeman Scale and 60 on the Ayres Scale.



## OUTLINE OF THE EXERCISES FOR GRADE VI

Week	Exercises	Metro- nome Rate	Special Features
1 . . . . .	Side-swing drill; <i>i, u, it, e, l, let, little, lute, b, blue, built</i>	*	Emphasize position; give formal test
2 . . . . .	<i>a, d, add, o, w, bow, allow, c, could, came, f, follow, feel</i>	*	
3 . . . . .	<i>q, que, quite, quiet, m, n, omit, account, common, income, indeed, plan, unable, women, A, C, O; examples in arithmetic from current work</i>	*	
4 . . . . .	<i>z, zone, zenia, g, beg, gentlemen, h, death, machine, weigh, E, p, put, plate</i>	*	Give attention to the page arrangement of compositions
5 . . . . .	<i>y, anyway, B, P, R, Bob, Belle, Paul, Ruth, s, case, instead, list, position, special, success, sudden</i>	144	
6 . . . . .	<i>r, arrest, nor, comfort, direction, factory, rather, remember, their, I, J, M, N, W, Winona, Wallace</i>	144	
7 . . . . .	<i>k, check, j, jazz, jolly, Z, v, event, however, prove, serve, visitor, Q, Quebec</i>	144	
8 . . . . .	<i>x, expect, express, tax, Y, Youth, L, D, Lorette, Daniel, S, Saturday</i>	144	Make comparison with the writing done earlier in the year
9 . . . . .	<i>G, H, K, F, T, Frederick, Frances, U, V, Theodora, Theresa</i>	152	
10 . . . . .	X; examples from the current arithmetic, forms for friendly and formal letters, bill forms	152	Pupils whose writing is well above standard in form and speed may be excused from class drill
11 . . . . .	During the remainder of the year new material may consist of proverbs or selections from other courses	152	
13 . . . . .	.....	160	Begin to grade the writing by the Freeman Chart, emphasizing one characteristic each week
16 . . . . .	.....	168	
20 . . . . .	Give abbreviations, such as <i>Capt., C.O.D., Col., Gen., Lt., Maj., Gov., O.K., Sec., Sen., Esq., Supt., vs.</i>	176	

\* During this period the rate is regulated by the voice.

## SUMMARY OF PRINCIPLES ON WHICH THE COURSE IS ORGANIZED

This summary is presented in order that the teacher may more intelligently make detailed application of the principles in the various exercises of the course and also in order that the directions

which are briefly summarized in the lessons may be amplified by the teacher so as to apply the principles more completely.

#### ADAPTATION TO AGE

1. The size of the writing is gradually reduced from the first grade to the sixth. The width of ruling used is as follows:

Grade	Distance in Inches between Lines
I.....	1
II.....	$\frac{5}{8}$
III.....	$\frac{1}{2}$
IV.....	$\frac{1}{2}$
V.....	$\frac{3}{8}$
VI.....	$\frac{3}{8}$

2. The speed of writing required is increased throughout the grades and corresponds approximately to the average speed found in comprehensive surveys of children's writing. The standard is raised slightly above this average in the intermediate and upper grades.

3. The quality of writing required is raised throughout the grades and corresponds approximately to the results of surveys.

4. The materials—pencil or pen, blackboard, rough paper, or smooth paper—are adapted to the maturity and skill of the child.

5. The vocabulary used in the exercises of each grade consists of the words common in the spoken and written language of children of that grade.

6. The successive exercises which contain new letters or combinations are introduced more slowly in the lower than in the higher grades. The length of time required to introduce all of the letters in the successive grades is as follows:

Grade	Number of Weeks
I.....	22
II.....	20
III.....	19
IV.....	18
V.....	13
VI.....	10

7. The exercises of each grade are presented in language and with types of illustration suited to the grade in question.

8. Correlated material is adapted to the grade.

9. At the beginning of the exercises for each grade is a section in which is given a definition of the objectives for the grade, a description of the character of the movement to be expected, and an account of the materials and method used.

#### CONTENT OF THE EXERCISES

10. The vocabulary used in the exercises is carefully selected by the aid of investigations to determine the words used and needed by children in the different grades.

11. The words in the exercises of the early part of the year contain only letters already practiced.

12. In the early part of the year sentences are constructed of words already practiced. The sentences correspond to the child's experience and mode of expression.

13. Thorough practice is given on numerals.

14. Toward the end of the year connected discourse, such as in proverbs and poems, is given.

15. Common abbreviations and titles which are likely to be used in writing are included in the exercises.

16. Correlated material from other subjects is introduced, and the teacher is advised to make use of additional correlated material adapted to local conditions.

#### ORGANIZATION OF THE COURSE

17. The general plan of organization is spiral. The letters of the alphabet are introduced in approximately the same order in the successive grades, but the level of difficulty is raised each year by the methods indicated under the heading "Adaptation to Age."

18. The letters are classified on the basis of the type of movement which is used in making them, and letters which are made by a similar movement are introduced in close succession.

19. Adequate repetition is secured in the case of each letter or combination of letters. Few repetitions of an exercise are required in a given period of practice in order to avoid monotony, but each exercise is reviewed frequently.

20. Letters of similar form are presented in near succession or brought into the same lesson by reviews, and attention is called to their likeness.

## METHOD

21. A reasonable standard position is taught and insisted upon until it becomes habitual.

22. The fluent sideward movement of the hand is particularly emphasized and developed by special exercises.

23. The combined movement of the arm or hand and fingers is recognized as the natural one.

24. The rhythm of the movement, adapted to the individual letter forms, is cultivated.

25. Rhythm is developed by writing to count, which is carefully adjusted to the make-up of the letters and words.

26. The rate of count in each grade is selected so as to agree with the standard speed of writing in that grade.

27. The teacher is required to demonstrate the rhythm by writing the exercises on the board.

28. Perfection of form is brought about by self-criticism.

29. Self-criticism is carried on by the child, first by a comparison of different specimens of his own writing and later by analytical comparison with a scale.

30. The effect of self-criticism is enhanced by the use of permanent records of attainment.

31. Provision is made for the adaptation of training to individual abilities and needs through allowance for variation in (a) details of position and movement, (b) rhythm, and (c) amount of drill.

## CORRELATION

32. The writing drill is correlated with other work of the school by practice in the writing period on such projects as (a) the arrangement of compositions on the page, (b) the arrangement of arithmetic problems, (c) the use of conventional forms of correspondence, and (d) some practice in writing on unruled paper.

33. The teacher is encouraged to introduce other correlated material.

34. Care is taken to provide that the skill attained in the writing period carries over to other subjects, first, by adopting a natural mode of writing and, second, by grading the writing which is done outside the writing period.